



E B MORSE ELEMENTARY

200 Parkview Drive
Laurens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	670 Students	
Principal	Dr. Ameca C. Thomas	864-984-7777
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

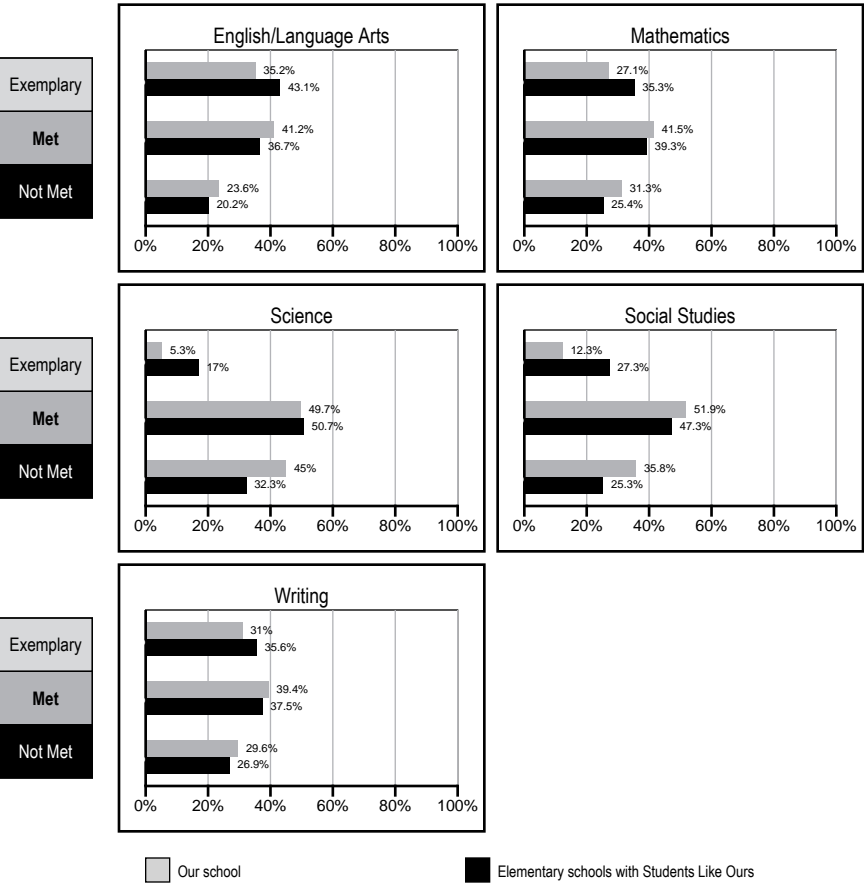
Percent of students tested in 2009-10 whose 2008-09 test scores were located 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	53	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=670)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 3.4%	1.2%	1.2%
Attendance rate	95.3%	Down from 96.0%	96.1%	96.1%
Eligible for gifted and talented	13.4%	Up from 9.8%	13.1%	11.7%
With disabilities other than speech	5.7%	Down from 6.2%	8.5%	8.0%
Older than usual for grade	0.4%	Down from 1.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	48.6%	Down from 51.3%	58.1%	60.5%
Continuing contract teachers	94.6%	Up from 92.3%	84.6%	84.6%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.0%	Up from 84.6%	86.4%	87.0%
Teacher attendance rate	95.3%	Up from 94.5%	95.5%	95.4%
Average teacher salary*	\$44,911	Down 2.0%	\$47,204	\$47,288
Professional development days/teacher	16.2 days	Up from 12.9 days	9.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	No Change	19.5 to 1	19.2 to 1
Prime instructional time	89.5%	Down from 90.0%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,251	Up 5.6%	\$7,106	\$7,548
Percent of expenditures for instruction**	69.8%	Up from 67.2%	68.7%	68.7%
Percent of expenditures for teacher salaries**	67.2%	Up from 64.6%	65.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

At E.B. Morse Elementary School, we live by our motto, "Putting Children First-Everyday in Every way". We are committed to providing a challenging, safe, and positive learning environment where children can reach their highest potential. Our dedicated staff, supportive parents, active Parent Teacher Organization, School Improvement Council, and Michelin business partner work very closely to make learning meaningful and enjoyable for our students. E. B. Morse Elementary School is a Title I school, a place where we strive for excellence; learning has no boundaries. We are committed and confident that we are successfully accomplishing our mission: to create a community of learners who are responsible and productive citizens. Our warm and inviting school serves approximately 685 K3-5th-grade students. We offer a choice of Montessori education for all grade levels. In order to ensure students with a quality education, teachers attend ongoing staff development sessions on literacy, math, best practices, and technology. The teachers work rigorously to provide innovative teaching strategies and standards-based instruction to ensure that our students acquire the skills needed to grow to greater academic heights.

Our school met Adequate Yearly Progress (AYP) this year as defined by the No Child Left Behind legislation. We are proud of our accomplishments and continually strive to improve student success. Our primary focus is meeting the individual needs of our students. Data analysis, differentiated instruction, and guided reading has been and will continue to be a focus as we strive for continued growth and academic success for all students. Our well-trained, professional faculty and staff work diligently to provide every child with academic experiences that extend beyond the classroom so that our students will achieve to their fullest potential.

This year we continued to implement Positive Behavior Interventions and Supports (PBIS). PBIS develops school-wide systems that support staff to teach and promote positive, appropriate behavior in all students. This enabled us to be more consistent with our school-wide expectations and procedures. Students also had an opportunity to participate in the 21st Century after school program. This program provided academic enrichment opportunities for students to help them meet state and district standards in reading and math. It also offered an array of enrichment activities that complimented their regular academic program and focused on physical fitness. This year we implemented morning clubs that met before school and offered additional instruction on technology, reading, math, and physical fitness.

We recognize that education is a team effort. Therefore, we appreciate the support of our parents and community in educating our young learners. Please continue to partner with us as we continue to strive for academic excellence. We thank everyone who made this a wonderful year and look forward to greater achievements in the future. E.B. Morse Elementary is a special place to learn and grow!

Sincerely,
Ameca C. Thomas, Ph.D., Principal
Jennifer Abercrombie, SIC, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	47	37
Percent satisfied with learning environment	75.9%	97.9%	91.9%
Percent satisfied with social and physical environment	86.7%	89.1%	89.2%
Percent satisfied with school-home relations	65.5%	97.9%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	298	100	23.6	41.2	35.2	87.7	83.5	83.5	Yes	Yes
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Gender

Male	145	100	27.5	42.8	29.7	84.8	80.1	80.1	N/A	N/A
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Female	153	100	19.9	39.7	40.4	90.4	87.2	87	N/A	N/A
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Racial/Ethnic Group

White	151	100	12.3	37.7	50	95.9	88.5	89.6	Yes	Yes
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African American	145	100	35.8	44.5	19.7	78.8	74.8	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.4	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
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Disability Status

Disabled	34	100	50	40	10	76.7	62.7	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	194	100	31.2	45.2	23.7	82.8	80.3	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	298	100	31.3	41.5	27.1	80.3	80.2	80.4	Yes	Yes
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Gender

Male	145	100	36.2	37	26.8	76.1	78.4	78.4	N/A	N/A
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Female	153	100	26.7	45.9	27.4	84.2	82.2	82.5	N/A	N/A
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Racial/Ethnic Group

White	151	100	19.2	40.4	40.4	90.4	85.8	87.8	Yes	Yes
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African American	145	100	44.5	42.3	13.1	69.3	71.1	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.8	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
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Disability Status

Disabled	34	100	46.7	40	13.3	70	52.2	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.1	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	194	100	39.2	44.1	16.7	74.2	76.1	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	197	100	45	49.7	5.3	55	63.9	67.3
Gender								
Male	97	100	47.3	46.2	6.6	52.7	63.4	66.9
Female	100	100	42.9	53.1	4.1	57.1	64.5	67.7
Racial/Ethnic Group								
White	104	100	28.4	62.7	8.8	71.6	74.8	79.6
African American	91	100	65.1	33.7	1.2	34.9	43.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	21	100	55.6	38.9	5.6	44.4	43.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	51.9	58.6
Socio-Economic Status								
Subsidized meals	126	100	54.5	41.3	4.1	45.5	57.1	55.4

Social Studies

All Students	198	100	35.8	51.9	12.3	64.2	65.8	70.9
Gender								
Male	94	100	38.2	46.1	15.7	61.8	65.7	70.1
Female	104	100	33.7	57.1	9.2	66.3	66	71.7
Racial/Ethnic Group								
White	103	100	25.5	57.1	17.3	74.5	72.7	79.2
African American	94	100	46.6	46.6	6.8	53.4	53.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	25	100	50	40.9	9.1	50	42.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.1	68
Socio-Economic Status								
Subsidized meals	129	100	41	49.2	9.8	59	60.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	299	99.7	29.6	39.4	31	70.4	71.7	72.1	95.3	95.5
Gender										
Male	145	99.3	38.4	39.9	21.7	61.6	64.7	65.2	95.3	95.3
Female	154	100	21.2	39	39.7	78.8	79.3	79.2	95.3	95.6
Racial/Ethnic Group										
White	152	99.3	20.5	34.2	45.2	79.5	78.2	80.8	95.6	95.2
African American	144	100	38.7	45.3	16.1	61.3	60.8	59.7	95.1	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	94	94.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.4	64.6	94.2	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.8
Disability Status										
Disabled	32	96.9	71.4	17.9	10.7	28.6	35.8	27.7	94.9	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	91.5
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61	63.7	92.2	97.3
Socio-Economic Status										
Subsidized meals	193	99.5	39.2	40.3	20.4	60.8	66.2	61.9	94.6	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	89	100	16.1	43.7	40.2	83.9
	4	98	100	26.3	40	33.7	73.7
	5	112	100	18.5	49.1	32.4	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	99	100	29.8	33	37.2	70.2
	4	97	100	20.7	44.6	34.8	79.3
	5	102	100	20.4	45.9	33.7	79.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	89	100	32.2	47.1	20.7	67.8
	4	98	100	32.6	44.2	23.2	67.4
	5	112	100	40.7	46.3	13	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	99	100	40.4	28.7	30.9	59.6
	4	97	100	20.7	48.9	30.4	79.3
	5	102	100	32.7	46.9	20.4	67.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	46	100	43.2	50	6.8	56.8
	4	98	100	41.1	47.4	11.6	58.9
	5	56	100	36.5	57.7	5.8	63.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	61.7	31.9	6.4	38.3
	4	97	100	35.9	59.8	4.3	64.1
	5	51	100	46	48	6	54
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	43	100	27.9	53.5	18.6	72.1
	4	98	100	18.9	63.2	17.9	81.1
	5	56	100	16.1	67.9	16.1	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	40.4	40.4	19.1	59.6
	4	97	100	27.2	62	10.9	72.8
	5	51	100	47.9	43.8	8.3	52.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	90	96.7	27.9	30.2	41.9	72.1
	4	99	99	30.5	42.1	27.4	69.5
	5	115	97.4	32.7	41.1	26.2	67.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	100	100	39.4	37.2	23.4	60.6
	4	97	99	25	40.2	34.8	75
	5	102	100	24.5	40.8	34.7	75.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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